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ABSTRACT

Suggestions are offered for attracting students to and holding them in foreign language programs, and information on attrition rates in foreign language study for Indiana is included. After students start confronting difficult grammar, teachers might want to present short-term objectives and study tips. Many students require a great deal of structure and may benefit from step-by-step assignments. Ways to recruit students to study foreign languages and to increase the visibility of the language departments are suggested. Recruitment and promotion are distinguished as two separate endeavors. Foreign language learning must also be promoted by the different professionals within the field who need to act in unity. Professionals need to know about each educational level, about working conditions, resources, what techniques are working, and the problems. It is suggested that with learning outcomes, foreign language professionals would be in a better position to promote the discipline to administrators. Behavior guidelines for promoting foreign language to administrators, proposed by Alfred Gage, are presented. Interactions with the community to promote foreign language study are also addressed. (SW)

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ATTRACTING STUDENTS TO AND HOLDING THEM IN FOREIGN LANGUAGES*

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Preface

There are those who would have you believe that the great god of the twentieth century is Science; perhaps this is so if one considers the entire world. But, if we focus only upon the United States, the great god of the twentieth century has to be Advertising. As some anonymous wag pointed out late in the nineteenth century:

The codfish lays ten thousands eggs,
The homely hen lays one.
The codfish never cackles
To tell you what she's done.
And so we scorn the codfish,
While the humble hen we prize,
Which only goes to show you
That it pays to advertise.

And so today we decide where to shop—on the basis of advertising, what to buy—on the basis of advertising, and for whom to vote—on the basis of advertising. It does pay to advertise, but there are some serious *caveats* of which the foreign-language teacher or department setting out to promote, to recruit—to advertise—must be aware:

1. There are "truth in packaging" laws; one may not legally advertise what s/he does not or cannot deliver;
2. The "advertising claims" of any teacher or department are monitored constantly by a "consumer protection agency" comprised of current and former students; and
3. That "catchy" recruitment slogan the teacher merely regards as "cute" may be considered a pedagogical promise—an instructional IOU—by the student and his or her parents.

With those factors in mind, let us attack the problem, starting with the proverbial "bird in the hand," the student in our classes right now.

Holding the "Bird in the Hand"

School has been open for a few weeks now, the phenomenon which Carolyn Paine calls the "new season" (another influence of advertising), saying:

> The new school year will likely bring mixed reviews as it moves along. But unlike the current crop of TV shows contending with cancellations, you and your class are probably in for the duration. Making the most of your new beginnings could help put the whole production well on its way toward a successful run.[1]

School has been open long enough so that the "honeymoon" is probably just about over now. There is not all that much fun in repeating those "queer" sounds now, the grammar is getting "hard", and the students are not nearly so adept in the language as they had thought they would be. The dew is definitely off the rose.

As some disenchantment begins to surface, your students might welcome some preparation for the next grading period—be it a six-week or nine-week term—in the form of short-term objectives. (Remember, it pays to advertise!) They could develop more of a sense of progress if they were prepared for what is coming, if they could mentally "check off" the work completed. Whatever the form of your course, tradtional, audiolingual, or "eclectic", you should be able to tell your students something like one of the following:

—They will be able to tell time in the language;
—They will be able to identify at what meals a variety of foods are served in the target culture;
—They will be able to describe the rooms in their own homes in the language;
—They will be able to read a narrative and retell it in their own words;
—They will be able to discuss table etiquette in some detail in English; or
—They will be able to play a game in the language and establish a roundrobin winner among the small groups in the class.

The emphasis should be on what they will be able to do, not what they will "cover" or "study."

Your students also will be needing some "how-to" information at this point, some study helps.

> You can ask the "veteran" students in your classes to make up four or five suggestions on how to study a foreign language, telling them that their ideas will be given to new students. Use these ideas . . . crediting them to the students. . . . You can also get a panel of students from your second and third-year classes to visit your first-year group and to give them specific ideas on studying. Students are more likely to believe the suggestions of their peers. And usually their peers' suggestions are more practical than ours.[2]

Invite the students in, or print a "handy dandy" study guide.

As the work grows more complex and the novelty wears thin, we should try to anticipate

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difficulties, not by telling students how hard this material is and how much harder it is going to get, but by giving them structure and direction. Consider making step-by-step assignments. That one-half to two-thirds, or more, of our students who require a great deal of structure need this type of support. Preparing step-by-step assignments, too, is good discipline for the teacher; when you get to that fifth or sixth step, you begin to rethink that overnight assignment to a more realistic "achievable" dimension. And avoid asking the same kind of assignment more than twice in a row; no one can stand the same old thing night after night. We need to "cover" all the eventualities, all the possible bases, for, as Nelson Brooks said, no one teaches as well as s/he knows how to.

The fact that we are not teaching as well as we know how to is revealed each time our attrition rates are published—especially the drop-out rate between first and second years. John H. Lawson, then the Superintendent of Schools in Shaker Heights, Ohio, could not know his real powers as a prophet when he said in 1969:

> As an administrator, my foremost concern with foreign-language teaching is the attrition rate. It is enormous! . . . *It is becoming increasingly difficult for administrators to document the accelerating need of funds for a discipline that affects so few.*[3]

The "enormous" attrition rate in 1969 has become "enormouser" in 1978!

Let me share the present situation in Indiana with you, for I am certain that the situation in your state is not too far different. First of all, in the schoolyear just passed—1977-78—55 percent of the total student population in foreign languages was enrolled in first-year studies. This fact alone makes the attrition rate of 43 percent—for all languages—between levels one and two highly significant.

In the year just ended total enrollments dropped by about 1200 students, but the attrition rates that have a vital meaning to the decision-makers in our schools are these:

French	35%	3,396 students
German	36%	2,315 students
Latin	48%	1,983 students
Russian	44%	60 students
Spanish	53%	11,481 students

These are not students that guidance counselors or administrators would not let us have. These are students who were in our classrooms and left—19,235 of them. ***Friends, this is eight high schools, each with a population of about 2,500 students!***

If we could reduce the attrition rate to 30 percent between the first and second years in Indiana, we would "rescue" 6000 foreign-language students. That "rescue" would:

1. Give us 240 more classes of 25 each;
2. Give us 48 more positions of 5 classes each, in reality probably at least 75 positions with another teaching area involved; and
3. Give every foreign-language teacher in the state of Indiana 5 more students.

Now, of course, it is really not that simple, but our attrition rates are horrendous, and they have been steadily worsening. And overriding all these figures is the fact that only a third—or less—of the total student population ever enrolls in foreign languages in the first place. In an era in which student populations are declining, staff positions are disappearing, and schools are closing it is mandatory that we hold the students we attract. For all our fine professional talk about communication and careers, we are going to have to hold far more of our students *into*—and *through*—the second year to achieve any of them—no matter what our badges, bumperstickers, and brochures may say.

But the time will soon be upon us when we have to recruit students for the next year. What kinds of recruitment approaches are there?

Recruiting Responsibly

One of my friends, who was an extremely successful football coach, was fond of saying that winners do not really recruit, they just announce the next year's season. He meant, of course, that the winning program is always highly visible. Language programs, however, usually have low visibility, existing almost as isolates within the school. Frequently teachers are proud of their "absence" from the school mainstream, preferring to "do their own thing" without interruption and without "digression."

Does *your* foreign-language program have minimal visibility? Do *you* do most of these things regularly and consistently? Do you:

—Put a foreign-language display in the trophy case or in one of the main hall display areas once or twice a year on such themes as "Why Study Foreign Languages," "The Foreign Languages You Use Every Day," or "Foreign Languages and Careers"?

—Greet your students in the language whenever and wherever you meet them? Chat in the language with your students and/or colleagues—thus arousing interest and attention and demonstrating the efficacy of the language for all kinds of communication?

—Attend school events, circulating and becoming known as an active supporter of student activities and student interests?

—Encourage every school event in the world to advertise in your classroom, stipulating that there be two "ads" in the language—with your help, of course, one for your classroom and one for the corridor? Do you include "booster" posters for athletic events?

Students are less influenced by what teachers say about foreign languages than they are by what they see and hear for themselves—*with frequent review and reinforcement.* Their peers' judgments and comments are the weightiest evidence with which they are confronted.

Does *your* program have moderate visibility? Do *you* do any of the following—at least one activity per semester? Do you:

—Hold a foreign-language week with well-done posters, cafeteria menus in the various languages, a different language "honored" each day with intercom announcements, music and "booths" at lunch periods, and the like? Two weeks before the students begin enrolling for the next year is superb timing.

—Offer awards or certificates to your students at the end of the schoolyear—as a part of the honors' convocation?

—Set up language tables in the cafeteria several times during the semester, permitting non-language students only with interpreters and inviting all faculty members?

—Set up a foreign-language career day, or see that foreign language is involved in any all-school career activities?

—Take field trips to a college or university campus and visit classes?

—Carol at Christmas for community organizations, rest homes, shopping centers, and the like?

—Send students to the junior high or middle school to present short assemblies, to teach mini-lessons, and thus to recruit?

—Communicate with all the parents of all your students in any regular and systematic way?

Lowering total student populations make it mandatory for teachers to stop bemoaning how busy they are, to examine critically how it is that they are busying themselves, and do what is necessary to gain increased visibility. Recruiting for science classes, for math classes, for foreign-language classes—for any classes—is the responsibility of the teacher of that discipline and no one else's. It is also that teacher's responsibility to change activities as times and emphases change, so that the same population is not exposed to the "same old things"—be they posters, skits, arguments, whatever—again and again and again.

Does *your* program, perchance, fit into that number that have earned high visibility?

1. Have you as a teacher or as a member of a department defined realistic learning outcomes—goals and objectives—that students do, in fact, achieve and recognize?
2. Have you as a teacher or as a member of a department, as a result of defining an evolving set of learning outcomes, described your program—semester by semester—in the school handbook or schedule of classes in such a way that growth is evident and anticipation is built?
3. Have you as a member of a school department or school system planned and implemented a community-wide activity, such as a fair or festival, every three to five years?

Now there is still that vocal minority who will contend that the definition of realistic and achievable learning outcomes is impossible because this process cannot capture the "magic" or "richness" that foreign-language learning warrants. Perhaps our classroom products are not as romantic as we would like them to be, for those things off in the mist seem deeper and more mystical than the classroom realities we experience every day. Even though there are undoubtedly some learnings that we can neither see nor measure, the great mass of student learnings are behaviors we can see and measure. We must force ourselves to define reasonable and achievable outcomes and, beyond that, apply both our pedagogical and our creative skills to designing more appropriate objectives to attain the kinds of outcomes we desire. We are running the odds against ourselves if we persist in claiming a "product" which it is impossible to display, demonstrate, or test.

Product control, product testing, and product demonstration are all essentials if we are to set about on an active, ongoing, and effective recruitment program. But every recruitment program has to begin and end in the classroom, for fewer of the foreign-language fraternity would be loathe to recruit if we were *really* spending as much time on skill-using as skill-getting. No swimming coach teaches fundamentals all the time without providing experiences in the pool that put them all together—and parents and patrons are on the sidelines—watching critically—when that happens. Try to conceive of recruitment activities as "displays" of student prowess in skill-using, for all the truly effective recruiting efforts have skill-using as a major component.

Recruitment "versus" Promotion

It seems to me that we must be careful to distinguish between two separate endeavors—recruitment and promotion. Let me compare them briefly.

1. Both recruitment and promotion involve a rationale for foreign-language study, but the rationale in promotion materials involves a total spectrum of possibilities, while recruitment materials "zero in" on the capabilities of a specific school or system program.
2. Both recruitment and promotion are concerned with learning outcomes, recruit-

ment with the concrete expectations for a first-year offering, promotion with the outcomes for a range of study possibilities.

3. Recruitment materials are addressed primarily to students and secondarily to their parents, while promotional materials are addressed to a wider population.
4. Recruitment materials are by their nature practical "hands-on" materials; promotional materials, on the contrary, are far more generalized and may be more idealized.
5. Recruitment materials are school- or-system-specific; promotional materials may be devised on a system, community, regional, state, or national basis.

Not a few of our problems in foreign languages have been created by our use of the terms "recruitment" and "promotion" as synonyms. Even ACTFL causes me some consternation in this regard, for there is a tendency to print "promotion" when the proper designation is "recruitment." This confusion of terms—and purposes—may well be why we have been more successful at increasing enrollments in a school or system than we have been in developing more positive attitudes toward foreign languages, foreign-language speakers, and foreign-language studies. We have tried, unsuccessfully, to employ the same materials to achieve both increased enrollments and to develop more positive public attitudes—and our efforts were doomed before they began.

Our materials and techniques work for enrollments because they are addressed primarily to one segment of the population—students; they do not work for the public and the profession at large because they are not audience-specific for the groups we are seeking to influence. Parents, administrators, and our colleagues have no more of a "middle school mentality" than foreign-language teachers do, yet when we say we are promoting, we talk "methods," "materials," or "activities," instead of responding to their interests and needs. The student is interested and needs to know "blow-by-blow" accounts of the classroom. There are other questions to be answered for our several public and professional audiences.

Promoting Foreign Languages

There are four audiences with whom we must communicate more effectively in the next decade, four audiences with whom we must "promote" foreign-language education. These audiences are:

1. Each other, that massive group inside and outside halls of this kind, the teachers of all "second" or "foreign" languages;
2. The administrative officers of our schools and institutions of higher learning—the power structure;
3. Our colleagues in education, the teachers and professors in other disciplines and subject-matter areas; and
4. The public—especially on a community, regional, or "surround" level.

But, as we set out to "promote" foreign-language learning with these "audiences," we must give up the idea that we must tell them what is to be—good, effective promotion involves listening, evaluating, and responding, not repetitious "pounding home" of a set of ideas. We promote, not to tell these groups how it should be, but to negotiate what can be. Call it "product modification" or "product improvement," for we will continue to be in a "buyers' market."

It may seem ironic to say that we need to promote foreign-language learning with one another, but we have tended to divide into a multiplicity of specialized areas, each competing with the others. Here are some of our diversifications and "divisions":

1. The teachers of the various languages—five "commonly taught" languages and an infinite number of "uncommonly taught" ones—all striving for "balance" or "equality." This situation has created what I call "professional ethnics," Spanish, French, German, Russian, and Latin teachers who see all other foreign-language teachers as competitors and all professional problems as "language specific."
2. The teachers at different levels—elementary, secondary, and college—have found it difficult to deal with one another without establishing a "pecking order."
3. Varied kinds of specialists—teacher trainers, researchers, linguists, literature people, supervisors, and the like—have all tended to see themselves as autonomous and self-contained units instead of interlocking parts of a whole.
4. The innovators whom Almon Hoye calls "music men"—the career-education people, the values-clarification advocates, the "individualizers," the culture specialists, the communicative-competence adherents—all are competing against one another for teacher audiences, journal pages, program slots, and curriculum time.

The result is a Tower of Babel, in which each segment responds to the question "Who speaks for foreign languages?" with "We all do—separately," and so, in fact, no one speaks for foreign languages at all because we do not promote the whole, only our small parts.

What is promotion after all but information designed to persuade? So what kinds of per-

suasive exchanges do we need with one another?

On the very simplest level we must come to grips with the fact that, Presidential Commission or no, we cannot strengthen the role of foreign languages in American life unless we act in a multilingual professional unity. Teachers who do not belong to the Modern Language Association and/or the American Council on the Teaching of Foreign Languages (ACTFL) *are* saving a nickel to a dime a day, up to five dollars a month—but at the expense of the programs they profess to want. If your profession is not worth two to five dollars a month to you, what value should any other group put on it? Our only strength is in unity. Separately—but I need not review the past for you.

We need to promote foreign languages on each of the varied levels to one another so that we know about each level—elementary, secondary, and college: (1) the working conditions, (2) the resources, (3) what *is* working, and (4,) the problems. The objective in these promotional efforts—local, state, and national—is *not* articulation, it is negotiation or reconciliation. We will be better able to make "seams" once we know the shapes of the pieces we are attempting to join.

All of us—specialists and innovators alike—need to strive for synthesis in our efforts. We might bring together the communicative-competence and career-education people, for example, to reconcile their approaches and to synthesize their demands of the curriculum into some reasonable form. These syntheses are mandatory if we are to respond to all of our audiences' demands for the definition of our anticipated—and demonstrable—learning outcomes, what F. LeRoy Walser identifies as "what students can do with the language or can accomplish using the language they have learned when their classroom experiences are finished." In the March 1978 *ADFL Bulletin* Walser poses some tough questions in this regard. Here are a few:

> When a student finishes the course, can he or she:
> —Follow instructions from a speaker in the foreign language and perform the tasks demanded?
> —Listen to instruction or lectures in the language studied and demonstrate at least eighty percent retention of the information?
> —Read a novel in another language?
> —Direct recreational activities in another language?
> —Broadcast a sports event—or even understand one?
> —Explain his or her role in a company, play, class, social occasion, church, etc.?[4]

Until we are prepared to discuss—and demonstrate—the qualitative learning outcomes which can be expected, we shall have problems promoting foreign languages with our three other audiences—the administration, our colleagues in other disciplines, and the public. As the catsup ad says, "Anticipation . . . is driving me wild."

The problems besetting our profession today are not, by and large, language-specific problems. We have the structures to respond to those: it is well past time to address ourselves to some of the larger issues. It is as Aristotle said: "Political society exists for the sake of noble actions and not of mere companionship."

With learning outcomes—minima with options—we would be in a far better position to promote our discipline with those in the power structure, our administrators. Despite the fact that many foreign-language educators behave as if every administrator is an enemy crouched and waiting to do away with the program at the first opportunity, you rarely hear that lament from teachers with ongoing programs, teachers with relatively low attrition rates. Those minimal class sizes have been imposed on the system by taxpayers, not by whim; the administrator must carry out the tasks defined in his or her position description.

If you wish to promote foreign language with your administrators, there are some basic behavior guidelines, proposed by Alfred Gage, the State Consultant for Foreign Languages in Oklahoma, to keep in mind:

1. *Have a good, exciting program.* What interests administrators most are the positive day-to-day learning activities within the classroom that involve and stimulate students.
2. *Invite administrators to classes.* Always maintain an open-door attitude toward administrators. When a particularly interesting activity is to take place, inform them of it. . . .
3. *Be ready to listen.* Administrators . . . view the foreign-language program from a different vantage point. If they offer suggestions or recommendations, always consider their comments with an open mind.
4. *Know your subject area.* Administrators probably know less about foreign languages than any other discipline. They consider you an expert. Keep them informed. . . .
5. *Give . . . credit where credit is due.* If you have been granted specific requests or have received . . . support from your administrators, acknowledge such help. . . .

6. *Be supportive of the total school program.* Remember that foreign languages are but one of many subject areas. Do not expect support for your program on a non-reciprocal basis.
7. *Be practical and realistic.* Many administrators have been alienated by foreign-language teachers who have lured students into their programs without distinguishing between minimal oral skills and fluency. Do not promise more than can be delivered.
8. *Promote your area.* Expect equal but not special treatment from administrators. They expect *you* to sell the foreign-language program.[5]

And keep in mind that "badmouthing" administrators, behaving peevishly or rudely, and behaving at all times with a "siege mentality" are negative promotions of your "product." Few customers will buy your product once you have insulted them.

If you want to begin persuasive communication—promotion—on Monday morning, begin by asking, not for something, but for his or her input, his or her advice, or his or her help; you are, after all, the communication specialist. But keep in mind as you approach your administrator, perhaps just to share some good thing that has happened, that his or her objectives are the same as yours—the best and most satisfying educational experiences possible for as many students as possible.

Since foreign languages are involved in an ongoing effort to find "curricular fit" in our country's schools and colleges, a place and a role in the construct of education, we cannot forget that educational institutions are staffed by more than foreign-language teachers and administrators. And each of us can start building some bridges to our colleagues in our faculty lounges next week, not talking *at* but *with* them. One mode of *entrée* is through our members who are parttime in two fields—the teacher of German and social studies, the teacher of French and English, and the professor who is 50 percent FTE in Comparative Literature and 50 in the Modern Language Department. And those numbers are swelling! Our journals and newsletters should be giving us news and notes on other disciplines as well as our own "inhouse" undertakings and some state and national bridges to the associations representing other disciplines. If the emerging concept of global education, for example, should prove to be monolingual, it will be our responsibility—for remaining unaware, uninformed, and uninvolved in our schools.

We have much to learn and to teach, but we shall only be walled off—enclosed in our tunnel—if we choose to be. We can "promote" our colleagues' support only if:

1. We are informed about and support their programs;
2. We keep them up-to-date as to what we are about, sharing resources and utilizing their expertise whenever possible; and
3. We support the total educational program.

To those who tell me they have no time for this sort of thing, I would suggest that they look long and hard at staff reductions and school closings—the *possible* futures—and rethink their decisions.

While there are some things which can be done at the national level to try to strengthen the role of foreign languages in American life, most of these activities are (a) enormously expensive and (b) of little real impact on the community or "surround" level. We need to invite the community into our schools and institutions much more frequently and go out into the community much more readily. *The community is our clientele, our support system, and our consumer protection agency.* It is time to stop sloganeering and to start some earnest interaction efforts.One of our local schools built more community support through sending students to work with their parents for one day as a part of their career-education program than through any other activity yet created.

The public is densely populated with people who have had foreign-language experiences which, at best, can be deemed "unfortunate." We need to find out:

1. What the public expects or wants of the foreign-language programs in its schools;
2. What community members are involved in groups or careers in which languages other than English are used; and
3. What range of possibilities for interaction is.

In turn, we need to communicate to the public:

1. What our foreign-language programs are all about today;
2. What students will be able to do in the language—both if they take all that the program offers and if they take the most commonly pursued block of offerings—say two years—and we need to be as honest and realistic as possible; and
3. What students have already proved to be able to do with their language skills, focusing on recent graduates.

Let us stop talking about what is "covered" and talk about what skills are acquired, stressing skill-using in the process.

The best "promotion" of all time, perhaps workable only by the likes of a superpromoter like P.T. Barnum, would be to involve all of our "audiences" in joint ownership of the foreign-language program. Start with enough unity as a profession to define qualitative

learning outcomes, the specific-language group to define *really* "bare bones" essentials, and a "coalition" of teachers, administrators, students, colleagues from other disciplines, and the "lay" public to define the school's program. Suddenly the program "belongs" to everyone, not just to a small group of teachers. And the process has to be a continuing one, for what we define in contemporary life are working hypotheses, with, at best, a three-to-five-year life. A dream? Perhaps, but a poster in my office, a quotation from George B. Leonard, sets us straight on dreaming:

Not to dream more boldly
May turn out to be,
In view of present realities,
Simply irresponsible.

Conclusion

Usually when we discuss foreign-language "promotion", we mean the kinds of public relations activities James E. Becker has been advocating. He proposes, for example, that teachers should:

1. Promote, a foreign-language week. In conjunction with theirs, the Dubuque (Iowa) schools held a continental breakfast.
2. Invite in business and industry personnel to speak in connection with career-education week.
3. Use other faculty members in teaching activities (art, music, social studies) and volunteer services to their classes.
4. Set up live demonstrations in shopping centers.
5. Exchange language classes and teach simple expressions.
6. Visit local college or university classes.
7. Become knowledgeable on study-abroad programs, possibly even creating or directing such a program abroad.
8. Invite foreign students or local native speakers to speak to classes, publicizing their visits both before and after.
9. Offer foreign-language awards to students in the honors convocation at the end of the schoolyear.
10. Offer language tables at the noon lunch.
11. Sing Christmas songs for various community organizations (rest homes, shopping centers, private homes).
12. Teach the cheerleaders some simple cheers for athletic events.
13. Have soccer matches between foreign-language classes.
14. Take off with your students for a weekend or longer at a camp.
15. Send senior high students to the junior high, or have junior high students visit the high school.[6]

Attaining visibility, however, demands more than a slogan, a brochure, or even an extensive campaign: Attaining visibility demands, first, that you have a program that can stand the light of day and, second, that it prove worth the effort of watching.

The promotion of foreign languages is not the selling of a single language at the expense of all others or an occasional burst of a series of "gimmicks;" promotion is an ongoing, full-period, daily commitment. The objective has to be the honest promotion of a student from one level to another, not the luring or enticement, and not the hard sell. The best promotional techniques lead to the improvement of instruction—and vice versa. And no one can find more effective promotors than thirty or so motivated and interested students; they will "sell" their peers, their families, and everyone they meet on the merits of second-language learning. No advertising agency in existence can do more. My wish for each of you is that you have these allies in your corner.

Notes

[1] "Mixed Media for New Beginnings." Ideas by Readers of *Learning*, selected and edited by Carolyn Paine. *Learning Magazine*, Volume 5, Number 1 (August/September 1976), page 16.

[2] Constance K. Knop, "Gaining Better Student Support for the Foreign Language Program." Pp. 95-106 in Frank M. Grittner, editor, *Student Motivation and the Foreign Language Teacher* (Skokie, Illinois: The National Textbook Company, 1974), page 99.

[3] John H. Lawson, "Should Foreign Language Be Eliminated from the Curriculum?" Pp. 10-12 in Lorraine A. Strasheim, editor, *Foreign Language in a New Apprenticeship for Living* (Bloomington, Indiana: The Indiana Language Program, Indiana University, 1971), page 10.

[4] F. LeRoy Walser, "Should the Role of Foreign Languages Be Rethought?" *The ADFL Bulletin*, Volume 9, Number 3 (March 1978), pages 12-13.

[5] Alfred Gage. Mimeograph quoted by R. Marshall Brannon and David E. Cox, "Coping with the Real Problems in the Secondary Schools." Pp. 151-199 in Gilbert A. Jarvis, editor, *An Integrative Approach to Foreign Langauge Teaching: Choosing among the Options*. The ACTFL Foreign Language Education Series, Volume 8. (Skokie, Illinois: The National Textbook Company, 1976), page 177.

[6] James E. Becker, "Guidelines: Developing Community Awareness." *Iowa Foreign Language Bulletin*, Volume XVIIII, Number 2 (February 1976), pages 6-8.